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ATG Annual Survey Report

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ATG Annual Survey Report

by **Leah H. Hinds** (Assistant Director of Graduate Admissions, The Graduate School of the College of Charleston; Phone: 843-953-5614) <hinds1@cofc.edu>

Executive Summary

Against the Grain's Annual Survey is designed to provide readers with library information that is unavailable anywhere

else. The survey is an opportunity for readers to give opinions and statistics concerning libraries and librarians around the world. Results were obtained from readers who submitted surveys electronically and by mail. Forty-nine surveys were received, but two of those surveys were blank so the results of this report are based on forty-seven surveys completed, a number comparable with the past two years' results.

Concerns in the Industry

The first survey question dealt with the top concerns of the industry for the 21st century. The foremost concern was funding; issues concerning money, or lack thereof, and increasing costs were indicated by 87% of respondents. Also high on the list, at 70%, were issues surrounding electronic formats — reliance on, difficulties with, and archiving of. Staffing, salary, and tenure issues rang in at #3 on the list, with 26% of respondents indicating a concern. Tied for fourth place were: mergers of publisher/vendor groups, new technology, patron demands, and shrinking public support, each at 17%. Number 5 on the list was a concern over media giants in publishing at 15%. E-resources have been a concern in the past two years' surveys, as well as the merging of publishers and vendors.

eBooks

When asked if their library has bought eBooks, 87% of respondents said yes, and 13% said no. This is up from around 75% reported two years ago. The budgets for eBooks varied widely, from 0 to \$600,000. 17 people said eBooks were combined in other budgets, four said the budget was unknown, and 11 did not respond.

Outsourcing

Library outsourcing is most common for approval plans, with 49% or respondents claiming this. Cataloging is next in line at 32%. 28% of respondents checked the "other" category; other items outsourced include binding, foreign language materials, and government documents. Only one person indicated that acquisitions are outsourced. These results are comparable with the 2003 and 2004 results, almost statistically identical. The only difference is in outsourcing acquisitions; in 2004, it increased to 11% from 8% the year before, and this year it decreased dramatically.

Downsizing

60% of respondents say their technical services operations have NOT been downsized in the past two years; 40% have been downsized. This is one question that everyone answered, showing the strong feelings people have on the topic. The effects of downsizing are spread across the board — 19% say the effects were positive, 13% negative, 23% other, 3% not applicable, and 39% did not respond. Apparently, the effects of downsizing don't concern respondents as much as the downsizing itself!

Budgeting

Since money was the number one concern for the industry in the 21st century according to the first question of our survey, here is the corresponding information regarding the budget-

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| Things Most Concerning our Industry in the 21st Century | Responses | Percent |
|--|-----------|---------|
| Funding/Lack of Money/Increasing Costs | 41 | 87% |
| Reliance on Elect. formats/difficulties w/Elect. Formats/Archiving | 33 | 70% |
| Staffing/Salaries/Tenure Issues | 12 | 26% |
| Mergers of Publisher/Vendor Groups | 8 | 17% |
| New Technology/Keeping Up | 8 | 17% |
| Patron Demands | 8 | 17% |
| Shrinking Public Support/Relevancy of Libraries | 8 | 17% |
| Media giants in publishing | 7 | 15% |
| Open Access | 5 | 11% |
| Deprofessionalism | 4 | 9% |
| Education/Training/Prof. Development | 4 | 9% |
| Electronic Resource Management | 3 | 6% |
| Integration of Academic Libraries and Curriculum | 3 | 6% |
| Intellectual Freedom | 3 | 6% |
| Lack of Standards in Acquisitions | 3 | 6% |
| Preservation/Sustainable Access | 3 | 6% |
| Reluctance to go Online | 3 | 6% |
| Administration/Management Issues | 2 | 4% |
| Licensing | 2 | 4% |
| \$/Euro Exchange Rate | 1 | 2% |
| ALA's Persistent left of center politics | 1 | 2% |
| Fiscal Responsibility | 1 | 2% |
| Institutional Repositories | 1 | 2% |
| Integrity of Scholarly Information | 1 | 2% |
| Lack of International Communication | 1 | 2% |
| Neglect of our History | 1 | 2% |
| Not Enough Revolutionary Thinkers | 1 | 2% |
| Planning and Direction | 1 | 2% |
| Recruitment vs. Retention | 1 | 2% |
| Remembering Mission | 1 | 2% |
| Restrictive Copyright Reforms | 1 | 2% |
| Vendor Stability | 1 | 2% |

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ary reasons for this concern. In the past year, 58% of respondents indicate that their materials budget has increased. 21% say they have experienced a decrease, while 19% say they have seen no change. One person did not respond to the question. The average increase was 7.6%, ranging from 0.5% to 30%. The average decrease was 7%, ranging from 3% to 10% reduction.

The materials budget for books is much more widely split. 36% report an increase, 43% report a decrease, and 21% report no change. The average increase was 13%, ranging from 0.5% to 50%. The average decrease was 11%, ranging from 1% to 50%.

Journal budgets have increased for 60% of respondents, decreased for 19%, and have not changed for 19%. One person did not answer the question. Of those with an increase, the average was 8%, and ranged from 1.1% to 12.5%. Decreases averaged 15.2%, ranging from 2% to 50%.

The greatest increase was seen in the budget for electronic resources. 75% report an increase in the past year, while only 6% experienced a decrease. 13% say there was no change, and 3 people did not respond. The average increase was 14%, ranging from 2% to a whopping 100%. Decreases averaged 7.5%, ranging from 3% to 12%.

On average, the biggest portion of the budget is going to books by a narrow margin of 24.5%. Journals and E-Serials are tied at 18.5%, online resources earned 14.8%, CD-ROM's were 1.6% and the other category received 1.5%. It is important to note that these are the averages of the percentages reported on the survey, so the responses do not add to equal 100%. Nine people did not respond to this question at all.

Homepage

The majority, 87%, of respondents do have their own homepage. Only 10% said they did not, and one person did not respond. This seems to be on par with the past two years' results; 81% reported having a Webpage in 2004, and 88% in 2003.

Document Delivery and Pay-Per-View

When asked if their library used commer-

cial document delivery or pay-per-view, the results were fairly evenly split. 45% said yes, 49% said no, and 6% did not respond. Of those who indicated yes, their budgets varied much more; percentages ranged from 0.6% to 3%, with an average of 1.2%. Dollar amounts ranged from \$5,000 to \$142,557 with an average of \$40,510.

Most people, 51%, feel their document delivery operation is very effective. Only 4% said they were not very effective, and 11% indicated "other." Comments from those who indicated other ranged from "effective" (as opposed to VERY effective), to "cannot evaluate." 34% did not respond.

Pay-per-view operations did not receive the same praise; only 15% said their operations were very effective. 4% responded that they were not very effective, 32% responded "other," and 49% did not respond.

A majority of respondents indicated that they use ILLs or pay-per-view operations as a concrete factor in collection purchasing decisions. 64% said yes, 26% said no, and 10% didn't respond.

The vast majority keep and use statistics on their electronic resources. 94% claimed that they did, while no respondents indicated no for an answer. The other 6% did not respond to the question.

Training

96% of those surveyed indicate that their library provides training for Library Technical Assistants. Only two people responded that their training was not provided. Survey respondents were asked to indicate what type of training was provided, and most marked more than one category. 80% said that in-house classes were provided by existing staff, 53% use continuing education with experts from outside the library, 32% use satellite transmissions, 70% have travel to conferences and workshops funded, and 19% fund credit courses. 17% indicated "other."

Paperback Only

30% of respondents said they have implemented paperback only approval plans. 38% said they have not, and 32% say they don't have an approval plan. Only 38% have implemented paperback only for firm orders.

Electronic Journal Subscription

In the ever increasing move to all things electronic, 89% of respondents claim to have can-

celled paper subscriptions in favor of electronic subscriptions to journals. The approximate dollar amount of these cancellations averaged \$318,400, with a range from \$6,000 to \$2.5 million (!). Archiving this information is a top concern for most; 32% say they are keeping electronic information in whatever format they acquire it. 13% are keeping paper for the present, and 45% have other methods of archiving their materials. 17%, however, believe that some other library will worry about this!

Distance Ed

Distance education is offered by 64% of institutions surveyed. These courses are offered in various locations, from "anywhere" via the Internet, to remote campus locations across



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interlibrary loan requests for the same article from the 1953 volume within the past year. Should the library refuse the sixth request or look into purchasing the volume?

ANSWER: The **Interlibrary Loan (CONTU) Guidelines** apply only to the most recent 60 months of a journal title; thus, the suggestion of five is inapplicable to this situation. On the other hand, four requests within a calendar year for a particular article from this volume points to the conclusion that the library may want to acquire the volume.

QUESTION: *In old deeds of gifts to libraries for manuscripts, the term "literary*

rights" or "literary property rights" reserved often appears. What does this mean?

ANSWER: Authors and their heirs have what is called the right of first publication. This means that for an unpublished work, the author and the author's heirs retain the right to publish that work and that it is only the physical copy of the manuscript that is being donated and not the copyright. Thus, the library would have the right to publish the work either in print or by posting it on a Webpage only after the work has entered the public domain. This would occur 70 years after the author's death except for works created before 1978 which remained unpublished through the end of 2002 and for which the end of 2002 was a greater span of years than life plus 70. Thus, these works are already in the public domain. 

state, to internationally. Distance education is supported by most institutions, though the degree of support varies widely. Some offer electronic resources only, some provide librarian(s) support, and some provide ILL services.

Type of Librarian and Years of Experience

The majority, 40%, of our survey respondents are academic librarians. 2% are special, 2% tech services, 1% reference, and 2% other. No respondents indicated government or public as their description.

Again, the population seems to be an aging one. The average number of years our respondents have been a librarian was 19.8, with a range from 1 to 35 years. The past three years, the average has stayed almost flat, going from

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Biz of Acq — From Student to Supervisor: Ten Management Tips for Recent Graduates

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Column Editor's Note:

How does a new librarian manage the transition from being a student to becoming a supervisor? Christy Allen has made this step successfully, and offers helpful suggestions from her own experience. — AF

Managing people can be one of the most challenging aspects of librarianship. This is particularly true for graduates who find themselves employed in a supervisory position straight out of library school. When I found myself in this situation, I began developing methods to help ease the transition from student to supervisor. These methods are outlined below in the form of ten management tips. The tips are explained from my perspective as the Section Head of an Acquisitions Department, but they apply to virtually any supervisory situation.

1) Making a Positive First Impression

A supervisor needs to make a positive first impression. To accomplish this, I scheduled an informal meeting with each staff member my first week on the job. I prepared for each meeting by generating a list of discussion topics such as: work history, job satisfaction, job frustrations, and expectations for an effective supervisor. These topics served as a starting point for mutual discussions related to our work and personal lives. Overall, these sessions allowed me to develop a solid understanding of the staff's personalities and work ethics, while generating a positive first impression.

2) Learning Job Duties

I needed to learn the functions of my employees to be a successful supervisor and strong advocate for my Section. To accomplish this, I scheduled a series of sessions where I received training from my staff. These sessions increased

my understanding of the tasks and daily routines of my Section, and boosted the confidence of the employees who felt they were actively contributing to my development as their supervisor.

In addition to the training, I also sought to update or create internal documentation related to each staff member's job. I reviewed the internal documents with the employees, and worked with them to correct any out-of-date or inaccurate information. By working together with the staff on this documentation, I began building the foundation for strong working relationships. Sharing in this task increased my understanding of their duties, individual work styles, and ability to function as a team.

3) Encouraging Open Communication

Communication is critical between staff and supervisor. With this in mind, I tailored my communication method to fit the needs of the employees. I began by questioning each staff member about meetings and learned that the employees preferred to meet in one collective staff meeting rather than individual one-on-one meetings. If an employee needed to meet with me personally, they preferred to stop by my workplace as necessary.

I also made an effort to learn the preferred style of communication for each individual employee. While some of the staff members favored e-mail, others preferred face-to-face communication. I employed their ideal style of communication when needing to communicate with them directly. By tailoring myself to their communication needs, I found that I received a stronger response and created an open dialogue with my staff.

4) Delegating Work

Delegation was the single most difficult supervisory task for me to learn. As a student, I was responsible for starting and finishing tasks by myself. As a supervisor, I learned that del-

egating work was a more beneficial option. Delegation gave me the time to train employees in new skills and functions. Those new skills increased the strength of my department, allowed for professional growth within my staff, and made each employee more marketable. Furthermore, delegation was an implicit demonstration of trust. I trusted the abilities of my staff enough to assign them new projects and increasing responsibilities.

5) Attending Classes and Workshops

As a first-time supervisor, I understood the importance of learning management and supervisory skills. I did this by attending numerous classes offered through the Human Resources Department at the University of North Carolina. I sought out classes that emphasized in-class role playing exercises, so that I could practice the management techniques in a confidential environment. Once I learned these management techniques, I practiced them until I determined which ones were most effective for me and my staff. Management is a continual learning process, and these classes ensured that I learned the most effective techniques for successful management.

6) Reading the Literature

I learned new supervisory techniques by reading articles and books related to management. Although a large body of information is available for library managers, I read across all management spectrums. Indeed, I found myself borrowing tips on motivation, rewards systems, and employee encouragement from corporate management resources. I discovered that reading material across all management settings allowed me to use techniques that I may not have discovered otherwise.

7) Seeking Peer Support and Advice

Attending management classes gave me the opportunity to meet supervisors throughout the university system. After the classes ended, I maintained relationships with some of these supervisors to establish a peer support network. In every management position, situations arise where advice and counsel are needed. After I established this network, I presented management dilemmas and received feedback from fellow supervisors. For particularly tricky situations, I role-played possible courses of action with fellow supervisors. This role-playing gave me the confidence to approach the real-life situation with a calm and collected demeanor.

Because one-on-one peer advice was not

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19.4 to 21 to 19.8. When broken down further, the trend is even more evident. Seven respondents had between one and ten years of experience, 13 had from 11 to 20 years, and 21 had 21 or more years experience.

Library Journals Read

Against the Grain had overwhelming support with 100% of survey respondents. Other journals read were *C&RL* at 64%; *Library Jour-*

nal at 57%; *Choice* at 45%; and 57% selected "other." Among the other journals listed, *American Libraries*, *Journal of Academic Libraries*, and *LRTS* each came in with several votes.

Thank you to all who participated. Your input is greatly appreciated! And congratulations to this year's contest winners, **Jane Caldwell** (Emory and Henry College) and **Thomas Leonhardt** (St. Edwards University). Although the drawing is completely random, **Thomas** has won two years in a row! So be sure to fill out your survey next year and maybe you can be a winner too! 